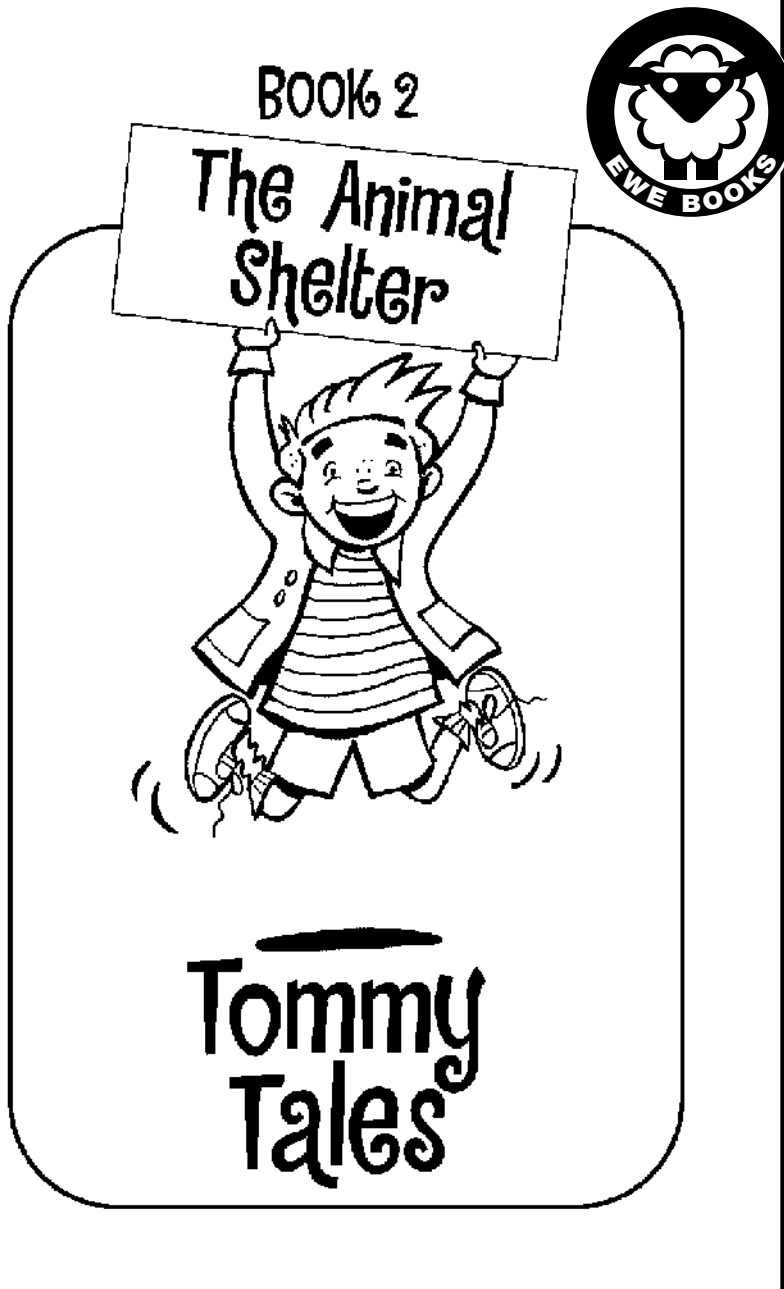


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Guide for Teachers and Parents

Book 2: The Animal Shelter

This is the second in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing FREE of charge. A new book in this series will be "published" every month.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See Book 1, *The School Lunch Room*, pages 2 and 3 of the Teacher's Guide for directions on how to make the book. If you download and copy the pages in advance, the students can put the pages together and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean.

At some point towards the beginning of the month that you read *The Animal Shelter*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you are beginning your planning for the year, depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets** supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

Last time, Tommy's dog Taffy found a remote control device, which Tommy calls a clicker. By randomly pushing buttons, Taffy and his friend Lucy disappear in a cloud of smoke, and then Tommy is transported with them to the school lunch room. They figure out how to escape the locked school, but decide to not tell his parents about the clicker. They agree to meet the following day to share their discovery with some friends.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly. You could also write it on the board. Read the first two pages of the story, then briefly discuss the following questions.

1. The last story we read (*The School Lunch Room*) featured two children and a dog. How many people are in the story so far on these two pages?
2. What can you predict about the story from what you have read on these two pages?

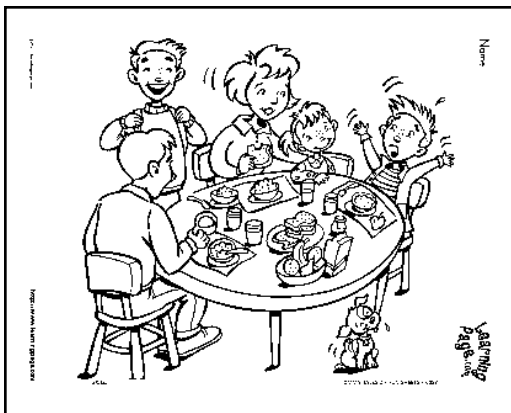
Visual Perception

Fun Sheets 3 and 4 are exercises working with the first illustration in the book (page 2). An enlarged version of it appears on **Fun Sheet 3B**. You can use this as needed for vocabulary work, comprehension, visual perception, following directions, etc.

Here is an exercise to do with **Fun Sheet 3B**. Dictate the following descriptions and have students color the picture.

- Tommy's hair is red and his coat is blue.
- Tommy's shirt is green and yellow stripes.
- Taffy is white with black spots.
- Mrs. Tomkins has blond hair.
- Samantha likes to wear something pink every day.
- James has a green sweater and a purple backpack.
- Color the fruit, placemats, and Mr. Tomkins' shirt any way you like.

Set aside time to color the line drawings that illustrate *The Animal Shelter*. Be sure to go over the details and descriptive words that the author uses to help describe the story.



At breakfast, Tommy told his father
"I'm meeting my friends at the park today."

"You must take Samantha with you,"
said his mother.

"Oh, no!" moaned Tommy, "Do I have to?"

Tommy liked Sam, his sister. But he didn't
like her playing with his friends. She was
in first grade. He was in third grade.

None

Learning Page

Nouns are words that name people, places or things.
Common nouns name things, proper nouns name particular things. Look at the picture on the next page (or page 2 of *The Animal Shelter*), find and color these common nouns:

cup bowl in c glass mother
fruit egg chair plate hair

Find and write these proper nouns near their pictures.

Jill Tomkins James Mr. Tomkins
Taffy Samantha

Remember that proper nouns are always capitalized.

How many more nouns can you find? Write the words on the lines below:

Fun Sheets 3A and 3B

After breakfast, Tommy, Sam, and Taffy ran to the park. The park was at the end of their street. Lucy, Andy, and Kim were waiting for them. They all shouted, "Did you bring it?"

"Did I bring what?" said Tommy.
He pretended not to understand.

"Come on," said Lucy. "Show them the clicker. I've told them all about it."



Beginning Readers' ABCs

There are many opportunities in the book for early readers to practice vocabulary. Make an alphabet book with one letter on each page, from A to Z. Start on page 2 looking for a word that begins with the letter "A" (apple) then with "B" (boy, bowl), etc.

Handmade books can be used for alphabet books, word books, record books, books to take home, and for writing and drawing practice. Have students create a handmade book with blank pages like the one in **Learning Page Lesson Plans, Dinosaurs, Grade 1-2**.

Reading Guide

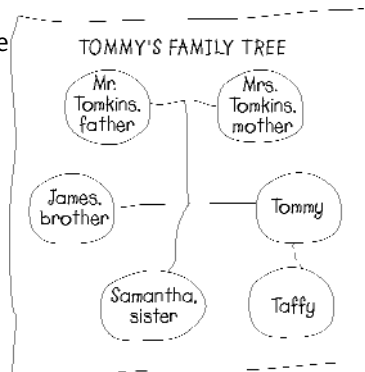
You may structure the reading time for this story in many ways.

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. You could then review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets**. Proceed to the second two pages, etc.
3. After reading all the way through, go around the class or group and have each student read a page, noting any difficult words to work on later.

Pictures Tell a Story

Look at the illustration on page 2. What does the illustration tell us about the story that is not mentioned in the text? Have students look closely at the illustration on this page, and make a family tree diagram of Tommy's family. Use the **Fact Files** if needed to add details.

Alternative: Copy **Fun Sheet 3B**. Have names of the characters next to the pictures of the characters and then color the pictures.



Literary Terms: Genre

Introduce the word *genre*. Have a student look up the word in the dictionary and read it aloud, or write it on the board. Mention that the origin of the word is from the French word meaning "type" or "sort."

genre: a category of literature characterized by a particular style, form, or content, such as short story, fable, or biography.

Suggest some other genres students may be familiar with: adventure, mystery, historical fiction, fairy tale, fantasy, science fiction, to name a few. Write these on the board also.

Based on students' reading and understanding of the first book in this series, *The School Lunch Room*, what genre are these stories? How do students know this? What are the clues? Be sure students understand what these two genres mean:

fantasy: imaginative fiction featuring especially strange settings and grotesque characters

science fiction: dealing mainly with the impact of actual or imagined science on society or individuals or having a scientific factor as an essential part

Have students set up a simple chart headed with the title of the story, the name of the genre, and the reasons why they think it is that genre. This series of stories could also be considered science fiction or fantasy.

The School Lunch Room	
GENRE: Science Fiction	
Clues	
Clicker is purple with red stripes	
Clicker gives off blue light and thick smoke.	
People disappear	
People are mysteriously transported to another	
People end up dead	

The Animal Shelter	
GENRE: Fantasy	
Clues	

I predict this will happen	This is what really happened

4

Tommy smiled and pulled the clicker from his coat pocket. They all looked at it. "Make it do something," said Sam.

"No, no!" said Tommy. "I don't know how it works. I don't want to be stuck in the school lunchroom again."

"I want to see it," shouted Andy. "Give it to me."

He tried to grab it from Tommy's hand. Tommy wouldn't let go. They pulled and they pushed.



Predicting Outcome

After reading pages 2 through 5, or after every few pages of your choice, check with students and ask them to predict what will happen next. Remind them of their previous knowledge and what they learned from book before this one. Construct a

simple chart like the one at left, as an ongoing record. Students can record their predictions and then check back after further reading to compare their predictions with the actual story.

"Let go!" yelled Tommy.

Suddenly, the clicker made a loud screeching noise. There was a flash of blue light and thick smoke. When the smoke cleared, nobody was at the park.

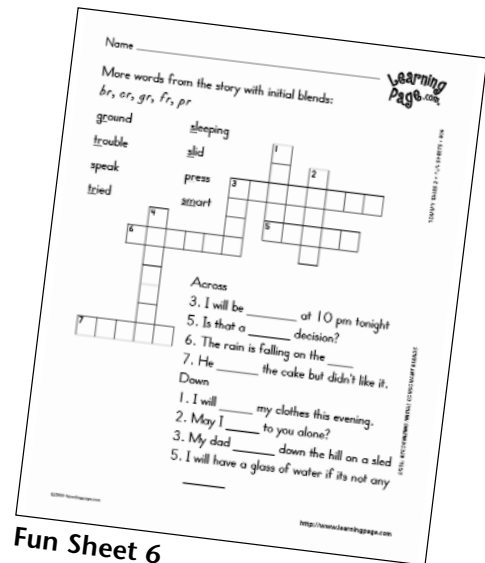
Tommy, Andy, Lucy, Kim, Sam, and Taffy had disappeared.



Learning Page Fun Sheets

Use the **Learning Page Fun Sheets** throughout the month between the introduction of new titles in the series, to expand and enlarge on the teaching opportunities of the story.

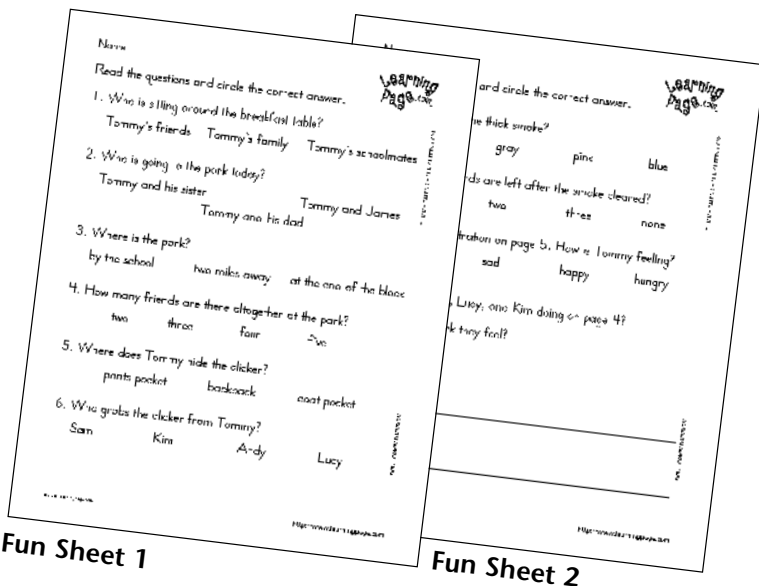
There are **Fun Sheets** questioning comprehension, sequencing tasks, a crossword puzzle, a word scramble, and matching word columns. There are lists of words used in the story to teach and strengthen vowel sounds, spelling, consonant blends, synonyms and antonyms, nouns, and contractions.



Fun Sheet 6

There are also **Fun Sheets** to practice the various literary language methods writers use. Use these **Fun Sheets** as needed to keep interest in the story and reinforce other curriculum areas.

There are several **Fun Sheets** with questioning strategies to aid students' understanding of *The Animal Shelter*. **Fun Sheets 1 and 2** will get you started on assessing your students' comprehension of the story. **Fun Sheets 14 and 19** are good for review and assessing students' understanding of the story.



Fun Sheet 1

Fun Sheet 2

Action Words

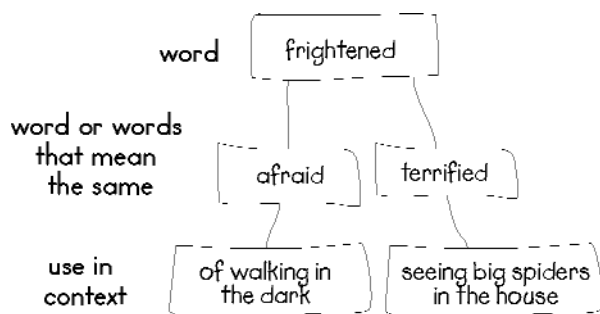
Ask students to name the action words that the author uses to describe what happened when the friends disappeared from the park. (tumbling, spinning, bumped, flew, fell). Point out that precise action words such as these give the reader a vivid picture of the action in the story.

Have students go through the rest of the book and point out other action words (jumped, popped, pulled, pushed, ran).

Words to Watch

1. **suddenly** (p. 5) in an unexpected or abrupt manner
2. **frightened** (p. 9) afraid, terrified
3. **language** (p. 11) the means by which people communicate, the sounds used and understood by a community.
4. **pretend** (p. 3) to give a false appearance, to make believe
5. **understand** (p. 11) to grasp the meaning of, to be thoroughly familiar with

Have students work together in pairs. Using these words, or others that give your students difficulty, have them construct a word tree for each word. The word tree should include two other meanings (one or more words), and then a phrase or sentence using the meanings.



Choose other words as needed for the level of your students. See page 15 for ways to review these challenging words.



They felt themselves tumbling and spinning. They bumped into each other as they flew in the air. All they could see were yellow, red, and pink stars. At last, they fell to the ground with a bump. Kim started crying.

Sam said, "Wow, that was cool!"

"I'm sorry I tried to take the clicker," said Andy. "I didn't believe it was magic. I do now."

Tommy's Journal

Have students continue to write in their daily journal to record the adventures of Tommy from his (the *first* person) point of view. Students will pretend they are Tommy and use the *I*, *we*, *us*, or *our* forms. Write in the journals on a weekly basis as the class reads the story and uses the **Fun Sheets**.

Predict Outcome

Questioning Strategies:

- What has happened so far in the story?
- Compare the story up to page 7 with your predictions from page 2.
- Use a form like the one at the bottom of page 4 to make predictions from this point or other any point in the story. This is good exercise for writing, creative thinking, and comprehension.

"We are in trouble again," said Lucy.

Kim stopped crying and whispered,
"Look where we are. We're not in the
school lunchroom. We're in a cage."

"We must be in the zoo," said Andy, "but
we're inside the cage!"

Tommy looked around.

He saw that there were dogs sleeping in
all the other cages.

He then knew where they were.



Color Words

Use **Fun Sheet 10** to practice
writing color words. Then on
a separate sheet, have
students make a drawing of
other objects that use
yellow, red and pink.

Fun Sheet 10

Name _____

Some words describe people, places, or things, and help us imagine the story. Words that describe are called **adjectives**.

Some adjectives tell about colors. Find these colors on page 6. Write the color, then at the bottom of the page, draw what the colors describe and write the word.

yellow _____

red _____

pink _____

Learning Page 106

Using the Fact Files

Use the **Fact Files** to practice doing research and recalling information. Photocopy a set of **Fact Files** for each student and distribute along with a pocket folder. Each student should write their name on the folder and decorate it. The folders are to be used to store the **Fact Files** and for any other materials the students' create during their reading. (There will be **Fact Files** added with future installments of the story.)

Begin by talking about the different characters in the book, listing them, identifying them, describing them. Make enlarged copies of the characters' pictures from the **Fact Files**, or download their color portraits from the **Learning Page**, to stimulate their recall.

Make the **Fact Files** into worksheets by photocopying the pages with the text portion covered. Have students do one or more of the following activities:

1. Write as many details as they can remember about the character based on reading the story, reading the **Fact Files**, or looking at the illustrations.
2. Write several sentences or a paragraph about the character on the sheet or on a separate piece of paper.
3. Color the picture to illustrate their stories, or to decorate the cover of their **Fact Files** folders.

Sam

This is Sam, short for Samantha.
She is Tommy's younger sister.
Sam is in First Grade.
She is wearing a blue dress,
and her shoes have pink hearts
on them.

The Animal Shelter

Most animal shelters in America are run by the Humane Society of the United States. Not only dogs, but cats, rabbits, chickens and other animals may be housed in animal shelters. Besides housing lost and abandoned animals, the Humane Society offers low-cost neutering/spaying, vaccinations, and education programs for the public. See their website at <http://www.hsus.org/> for more information and links.

Many students may have been to the local animal shelter. Initiate a discussion about these experiences, and encourage awareness of how this organization benefits both humans and domestic animals. You could set up a chart on the board:

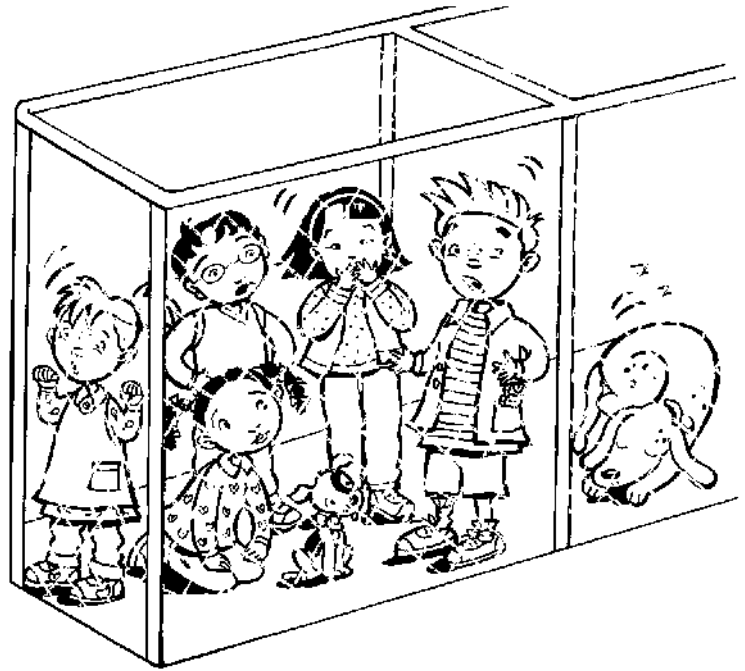
The Animal Shelter	
How it helps us	How it helps animals

Encourage students to expand their thinking about the benefits of animals to us, such as companionship and safety. Point out that spaying/neutering helps keep the stray and neglected cat and dog population down, which is a benefit to them as well as to us.

Arrange a short field trip to the local animal shelter, if possible. In addition to Humane Society-sponsored shelters, most cities and/or counties have a department of Animal Control that operates similar facilities. Be sure to brief students about being respectful to the animals.

8

"We're not in the zoo," whispered Tommy.
"We're in the animal shelter. This is where they bring all the dogs that get lost or run away. We came here when we adopted Taffy."



"Oh no!" cried Kim, "Does that mean someone will adopt us?"

"How would you feel if you were locked up in a cage all day?"

Use this question as a starting point for a writing exercise. Students can answer the question, or invent a story around it. For a non-writing alternative, give pairs of students 15 minutes to create a tale to tell to the rest of the class.

Alternative: Phrase the question like this: "How did you feel locked up in a cage all day?" Assign the roles of Tommy, Andy, Kim, Sam, Lucy, and Taffy to six students. Have the other students pretend they are newspaper reporters trying to get the scoop on their adventure at a mock press conference. Reporters can then write their stories and submit them to the editor, you, the teacher.

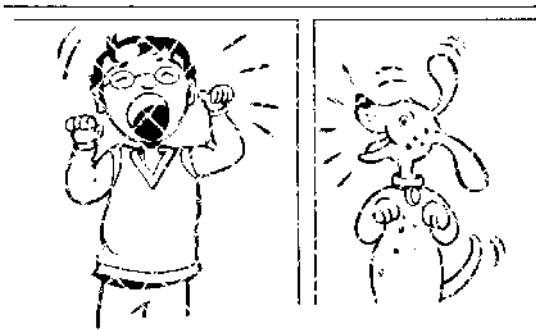
They all felt very frightened, except Taffy, who seemed happy. Tommy tried opening the door of the cage, but it was locked.

Sam started shouting, "Help, help, we're locked in a cage!"

She shouted so loudly that she woke the dogs.

All the dogs started barking at once. There was a terrible noise, even Taffy started barking.

"Stop barking, you're all driving me DOO-LALLY!" yelled Andy.



Extension

On the first reading of *The Animal Shelter*, ask students to pretend that the author did not know how to continue with the story after page 9. The students must finish it any way they like.

Brainstorm some options:

- the animal handler finds them and takes them home
- they use the clicker to transport themselves back to the park
- they befriend the dogs and plan their escape with the dogs' help

Students will probably imagine some more unexpected resolutions of this predicament!

Students may either write their endings or draw a picture to show what happens. When they are finished, have each share his or her work with the class.

Midway Comprehension Check

Pages 8–9

- Where are the five friends?
- Why are they in a cage?
- Are they happy to be there?
How does Taffy feel about being there?
- On what day of the week do you think this is happening?
- Were any of the friends hurt as a result of their tumble?
- How do they figure out where they are?
- How do they try to solve their problem?

Pictures Tell a Story

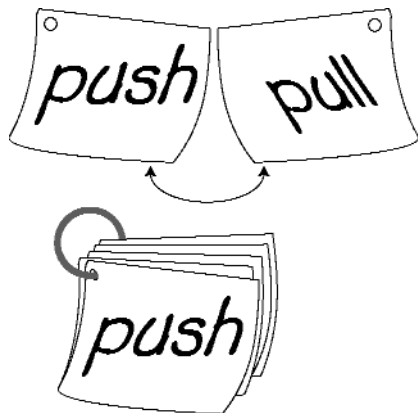
Ask the students to pretend that they are illustrators and want to share the story with a younger sister, brother, or friend who can't read yet.

Taking cues from the story, ask them to draw a picture of an animal shelter and all the details they can think of to add. Examples: hoses, rubber boots, dog food bags or bins.

Synonyms and Antonyms

The Animal Shelter offers lots of opportunities for practicing words that are alike in meaning and opposite in meaning.

Over the course of the school year as you use the books in the Ewe Series, create a set of flash cards for synonyms, and another for antonyms. A word would appear on one side of the card with its companion word (synonym or antonym) on the other. Have these cards in a location (reading, word skill, or library center) always accessible to students. Reviewing these words by reading silently and writing will reinforce writing skills later on.



Use **Fun Sheets 8** and **9** for practice using synonyms and antonyms.

Name _____

Antonyms are words with opposite meanings.
Connect the word on the left to the word on the right that means the opposite.

load	started
push	outside
nobody	found
stopped	pull
inside	quiet
lost	everybody

Write an antonym for each of the following words:

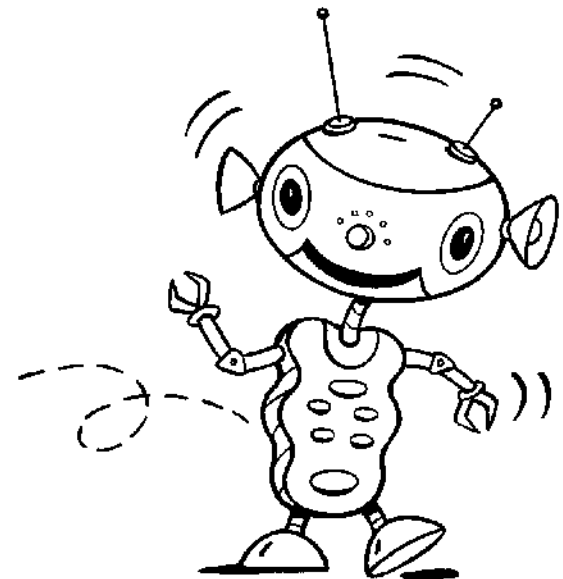
little _____

open _____

noise _____

here _____

Fun Sheet 8



10

The clicker suddenly jumped out of Tommy's hand. It landed on the floor and started spinning around.

When the clicker stopped spinning, two little legs slid out from the bottom. Two little arms slid out from the sides. A little head popped out of the top.

"Hello, I am RK-5. How can I help you?" squawked the clicker.

Name _____

Synonyms are words that have the same meanings.
Connect the word on the left to its synonym on the right.

ground	closed
oat	began
happy	under
locked	near!
started	earth
bottom	glad

Write a synonym for each of the following words:

little _____

speak _____

hurry _____

yelled _____

Fun Sheet 9



All five kids stood with their mouths open.
At last, Tommy said, "You can speak!"

"Of course I can speak," said RK-5.

"I can speak any language.

I can talk to animals.

I can understand anything that
anyone says."

Cross-Cultural Connection

RK-5 says he can speak any language. How many of your students speak languages other than English?

Proficient or native language speakers could role-play conversations between Andy, Tommy, and RK-5, translating the English text to another language.

What other language experiences do you or your students have? Has anyone studied a foreign language? visited a foreign country and learned foreign words? Discuss the difficulties we have when we are in a place where the people around us don't speak our language. What can we do to make students whose first language is different from ours feel more comfortable?

If you have ESL students in your classroom, pair them with an English speaker to read the story. Have the English speaker write words on the board that need attention; the foreign speaker can write the translated word next to it. Transfer these words to flash cards for future drills.

<http://www.learningpage.com>

Experienced Readers' ABCs

Make a word list from *The Animal Shelter* to practice putting words in alphabetical order. This skill is important because resource materials such as dictionaries, encyclopedias, and indexes rely on this system of order.

After alphabetizing these words, have students use the words in a sentence, written or spoken. They may need to refer to the story for context clues.

Correct List

around
breakfast
cage
disappear
even
flash
grade
happy
inside
jump
kids
loud
magic
nobody
open
park
questions
red
school
thick
understand
very
whisper
yellow
zoo

Scrambled List

whisper
red
even
very
loud
breakfast
school
yellow
disappear
open
happy
jump
magic
grade
flash
park
cage
nobody
thick
inside
around
zoo
kids
questions
understand

Besides using the past tense forms of verbs, there are many words that tell the reader when things happened in time:

(See **Fun Sheet 13** for practice in sequencing.)

When a story is told as if it happened in the past, most of or all of the verbs (action words) will be in the past tense. Regular verbs are made into the past-tense by adding –ed.

Irregular past tense forms from page 12–13:
said told forgot was

told said was
ran did told

made

felt flew fell

felt woke

slid stood

12

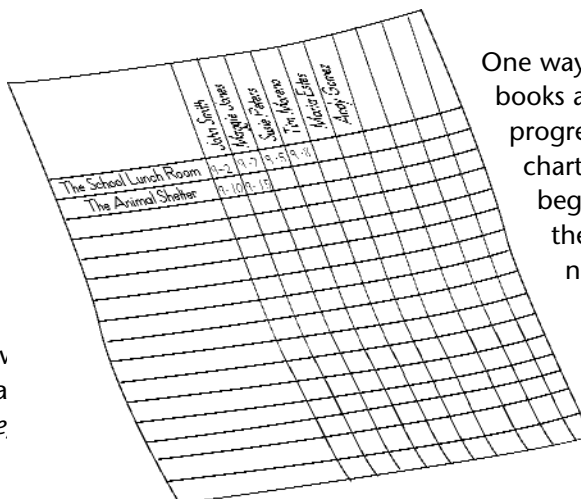
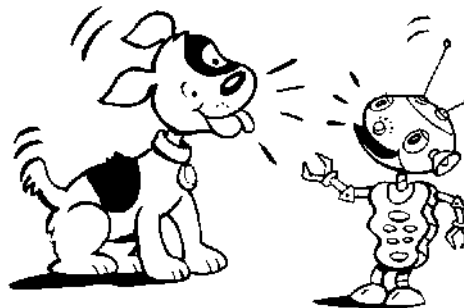
"Okay," said Andy, "say something to Taffy."

RK-5 barked, "Woof, woofwoof, woof-woof-woof."

Taffy replied, "Woofwoof-woof woof-woof."

"What did he say? What did Taffy say?"
Sam asked.

"Taffy told me that he did not have breakfast. Tommy forgot to feed him. Tommy was in a hurry this morning."



One way to plan reading these books and tracking your students' progress is to make a large wall chart. List the titles and dates of beginning each book across the chart, and the students' names in the down column.



All the kids yelled questions to RK-5.

"Where are you from?"

"What else can you do?"

"How did you get here?"

"Why are you here?"

"One question at a time, please," said RK-5.

RK-5 was sitting on Tommy's lap.

He told his story.

Words that Mean "said"

As students read, ask them to call out the words in dialogue that mean how someone is saying something. It would be really boring for us as readers to read only he said, she said.

Authors use many other words to describe a speaker's tone of voice, how loud he or she is speaking, or to show emotions in their voice. Here are some that appear in *The Animal Shelter*. Write them on the board.

- moaned (p. 2)
- shouted (p. 3, 4,
- yelled (p. 5, 9)
- whispered (p. 7, 8)
- cried (p. 8)
- squeaked (p. 10)
- barked (p. 12)

Have students take turns finding the dialogue sentences with these words. Then they may read the sentence expressing the sense of the words.

Ask for suggestions of more words that mean "said" that a writer could use to vary his or her writing.

Sight Words

These words are the shorter, connecting and simpler words that should be familiar to students who can read at this level. Have a poster of these words on the wall near the reading center for students are still unfamiliar with them.

I he it his the to
 but no at and a an
 with this for up in of



Character Development

Using **Fun Sheet 17** as a guide, have students spend time exploring the characters presented so far in the book. Ask questions:

Who is the main character? What does he do that leads us to know this? What makes him the main character? (appears on almost every page, speaks for the group, makes decisions)

Who are the secondary characters introduced in this story? Which characters were in *The School Lunch Room* and *The Animal Shelter*?

What do we know about these characters? (recall from reading, looking at pictures, Fact Files)

What don't we know? What else would we like to know?

Which characters are not human? How does this add interest to the story?

What do the characters have in common, that is, what is the same about them?

What is different about the characters?

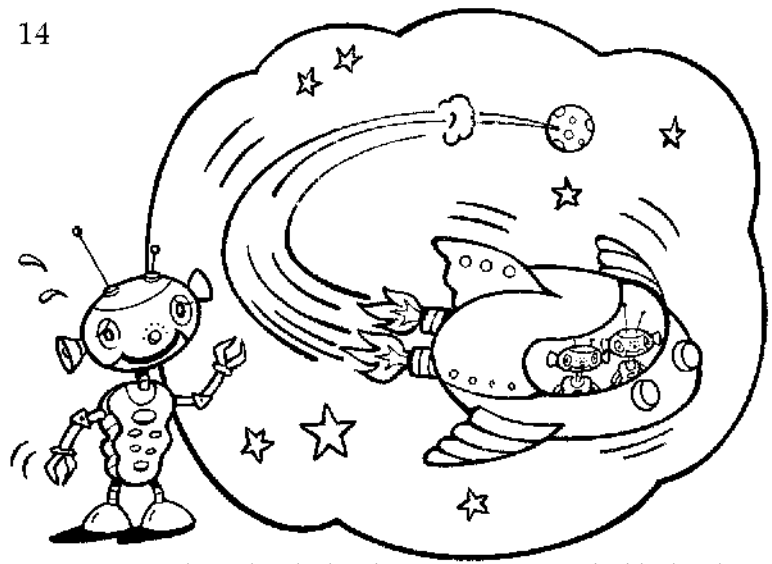
Similarities and differences can be practiced by making a chart or a Venn diagram.

Review Challenging Words

Refer back to the word trees students worked with on page 6. Write the words on the board. Then read a sentence that suggests the word and have students respond with the correct word.

1. This is how the children in the story felt when they discovered they were locked in a cage. (**frightened**, p. 9)
2. This word tells us that something happened quickly and without warning. (**suddenly** p. 5)
3. A system of words, sounds and gestures that help us communicate with one another. (**language** p. 11)
4. If someone is not honest and open about who they are, they do this. (**pretend** p. 3)
5. Getting the meaning of what someone is hearing or reading. (**understand** p. 11)

14



"I am from a star called Gendroz.

Our spacecraft crashed here.

I was sent to find help.

I was the only one on the spacecraft who can speak your language.

I met your dog.

I tried to speak to him.

He picked me up in his mouth and shut off my power.

This morning, Andy said the word, 'DOO-LALLY,' to switch me on again."

A Star Called Gendroz

"RK-5 has not told the reader anything about his home star, Gendroz. In a one-page story or large picture, describe your idea of what Gendroz is like:"

- Is it hot there?
- What kinds of vegetation grows there, if any?
- How far away from Earth is it?
- How many robots like RK-5 live there?
- What are the robots like?
- What is life like there?

Extension: Have interested students write and illustrate a book entitled *Life in Gendroz*. The authors can read their books to the class and then keep them with the other books in this series for others to read.

"I don't know any magic words," said Andy.

"My Grand-dad always says 'DOO-LALLY.' I didn't know that it's a magic word."

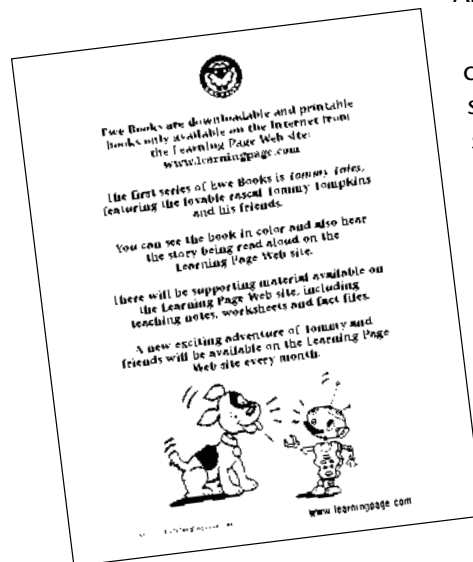
"If you are so smart, RK-5, can you get us out of this cage?" Tommy said to the little robot.

"I will try," said RK-5.



Write a Letter to Tommy

After reading the story, have students write a letter to Tommy. Leave the content up to the students, but be sure to have them follow a traditional letter-writing form, with the date, salutation line, closing, and their name.



Relationships

Understanding the relationships of the characters as revealed in the story helps readers understand why those characters act, feel, and think in certain ways. What do we know about Tommy's relationship with his sister? with Andy?

Use **Fun Sheets 14** and **17** for practice examining relationships between the characters in the story.

Elements of Friendship

On a separate piece of paper, ask students to list words they would use to describe the qualities that make a person a good friend.

Criticism

Remind students that this is the first book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the Series so far. The reviews could be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

Conclusion

Ask students for their feelings and thoughts about this story. Stimulate enthusiasm and anticipation for the next story.

Explain to the students that the story continues. They will find out in the next book how Tommy and his friends get out of the Animal Shelter.

When the work with *The Animal Shelter* is completed, keep all the books together in a storage box to be used again in the next school year or with the next group. Or, students could be encouraged to take the books home to share with their families and have for their own libraries.

